DOCUMENT RESUME

ED 051 100 SP 004 961

TITLE	Report of the Utah Project in Ethiopia.
INSTITUTION	Utah Univ., Salt Lake City.
PUB DATE	70
NOTE	16p.; 1970 AACTE International Education Award entry
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Administrative Personnel, Interinstitutional Cooperation, *International Programs, Preservice Education, *Professional Education, Secondary School Teachers, *Teacher Education, Teacher Educator Education, Trade and Industrial Teachers
IDENTIFIERS	*Ethiopia

ABSTRACT

Since June of 1962, the University of Utah, in cooperation with the United States Agency for International Development and the Ethiopian Government, has helped to build a faculty of education at the Haile Sellassie I University in Addis Ababa, Ethiopia. The assignment has included two projects. The first was for preparation of junior-secondary and secondary school teachers, teachers to staff the Teacher Training Institutes, and supervisors and directors. That project was completed on July 1, 1968. The second project, which was initiated on July 1, 1966, was for the preparation of technical and industrial education teachers for the secondary and technical schools of Ethiopia. That project will terminate in July 1971 when an Ethiopian with a Ph.D. in technical education will become chairman of the technical teacher education department; other Ethiopians who are presently studying in the United States will completely staff the department. (Author/RT)

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REPORT OF

THE UTAH PROJECT IN ETHIOPIA

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Summary of the University of Utah Project in Ethiopia

Since June of 1962, the University of Utah in cooperation with U.S.A.I.D. has sponsored a team of educators to assist in the building of an effective Faculty of Education at the Haile Sellassie I University in Addis Ababa, Ethiopia. The project, which was initially funded for a three-year period, was greatly expanded and will not completely phase out until July of 1971.

The Utah assignment has included two projects. The first was for the preparation of junior-secondary and secondary school teachers, teachers to staff the Teacher Training Institutes, and supervisors and directors. That project was completed on July 1, 1968.

The second project, which was initiated on July 1, 1966, was for the preparation of technical and industrial education teachers for the secondary and technical schools of Ethiopia. That project will terminate at the end of the present academic year.

Work has progressed well in Ethiopia and achievements have been most reassuring. With the exception of the technical teacher education program, which is new, the Faculty of Education is now almost completely staffed with competent Ethiopians. At the end of this year, an Ethiopian with a Ph.D. degree in technical education will become chairman of the technical teacher education department, and shortly other Ethiopians who are now studying in the United States will completely staff that department.

The production of secondary teachers has exceeded expectations, and trained supervisors and administrators are upgrading the quality of education in schools all over Ethiopia.

Preface

It has been my good fortune to be a part of the University of Utah's Ethiopian project since its inception in June of 1962. I was recruited from Utah State University for the specific assignment of establishing a laboratory school as part of the Faculty of Education of the Haile Sellassie I University. Shortly after my return from Ethiopia I joined the staff of the University of Utah's Graduate School of Education as Assistant Dean.

In 1965 I returned with my family to Ethiopia to serve for two years as Chief of Party of the University of Utah project team. During the summer of 1969 I assumed the position of Campus Coordinator and returned to Ethiopia for eight weeks to participate in the Director's-Supervisor's program. Next June I will make one more trip to Ethiopia to assist in the phase-out of the technical teacher education project.

The readers of this report will understand, I am sure, how difficult it is to communicate accurately the feelings of those of us who have worked in Ethiopia. This experience has its effects on participants in a way that is difficult to explain.

We were heartily welcomed by the Ethiopians in the summer of 1962, and there will be sadness in the hearts of educators from both countries when we finally depart from Ethiopia. I am sure that no group of Americans ever had a greater opportunity to assist a developing country. What was not anticipated, but will always be treasured, is what the Ethiopians did for us to help make us more sensitive and, hopefully, better human beings.

Gene S. Jacobsen
Campus Coordinator

REPORT OF THE UTAH PROJECT IN ETHIOPIA

In June of 1962, the month of the initiation of the contract between the University of Utah, U.S.A.I.D., and the Haile Sellassie I University, the Kingdom of Ethiopia still retained most of its ancient characteristics. There were only two cities which could fit into the "modern" classification; few "all-weather" highways ventured into the bush country; land was cultivated with oxen and wooden implements much as it had been since the beginning of time; property was primarily in the hands of the church, the government, and the wealthy Rases; and fewer than five percent of the Ethiopians were literate. In May of that year it had been reported that:

> Today less than six percent of our school-age children are in government, private, mission or church schools. Over three million seven hundred thousand boys and girls are still waiting their chances to be enrolled for some kind of formal education. To teach in the nation's elementary schools, about six thousand three hundred men and women are at present employed by the Ministry of Education and other educational agencies. Not more than two thousand three hundred of these are somewhat trained teachers. The remaining four thousand are young and old people, many with little or no formal education, others with a few years of elementary school preparation and the rest with some secondary training.[1]

The Haile Sellassie I University was formally established at the beginning of 1962. This action brought under a single administrative organization the College of Agriculture at Alemaya in Harar Province, the Public Health College at Gondar, and the Building and Engineering Colleges and the Faculties of Arts and Religion in Addis Ababa. To be added to the University at later dates were Faculties of Law, Medicine, Science, and

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[1] Asrat, Paulos, "The Preparation of Elementary School Teachers in Ethiopia," a speech at the Harar Teacher Training School, May 3, 1962.

Education. Participation in the establishment and development of this latter faculty, the Faculty of Education, was the responsibility of the University of Utah contract team.

The Contractual Objectives

The operational plan of the University of Utah contract team involved but was not limited to the following objectives:

1. Development of a college of Education within the present framework of the University.

2. Defining programs for training teachers at every level within the jurisdiction of the University. (elementary, secondary, special)

3. Establishing courses required by programs defined and accepted by the Faculty Council of the University.

4. Participating with the present faculty in education in planning and teaching in programs for training elementary and secondary teachers and school administrators for schools in Ethiopia. The curriculum will make provisions to qualify students for both the Bachelor's and Master's degree in education.

5. Developing a program of research and experimentation in the teacher training centers of the University and in Government schools as may be required and approved.

6. Rendering special advice and assistance toward the improvement of extension programs in secondary level schools.

7. The development of a University campus demonstration school to be used as a basic part of the teacher training program.

8. The preparation of curriculum materials including textbooks and visual aids.

Major Achievements

A Faculty of Education

During the 1962-63 year the Faculty of Education officially came into being and, with the arrival of the five-man Utah team, work was immediately begun on the teacher-preparation programs. Several years of negotiation were required before professors in the academic areas and in education could agree on the contents of the program. This is not surprising when one remembers that the Haile Sellassie I University was staffed with educators from all parts of the world, each with his own peculiar philosophy pertaining to the preparation of teachers. Constant attention to program improvement has resulted in a teacher-education program that is quite defensible in terms of local conditions.

Campus Demonstration School

A campus demonstration school consisting of grades one, four, seven, and eight, opened in temporary quarters on October 1, 1962, a year ahead of schedule. By mid-November of that year the program had been moved into newly remodeled permanent quarters. During the following years that school expanded to include all grades. Recently, after careful assessment of priorities, a decision was made to phase the school out as a demonstration unit. Today, its main responsibility is to provide the 12th year of education for those students who have been recruited for the University teacher-education program.

Instructional Media Center

With the generous support of U.S.A.I.D., a highly functional instructional media center was established. That center, now headed by an Ethiopian educator with a Ph.D. degree in instructional media from Indiana University, continues to provide instruction to students in preparation programs for education and service to other aspects of the University.

Ethiopianization of the Faculty

Prior to the time of the phaseout of the original contract in the summer of 1969, the Faculty of Education had been completely Ethiopianized. (Two University of Utah team members remained for an additional year to finalize special projects in the areas of testing and English education.) Dr. Aklilu Habte, the first Dean of the Faculty, had ascended to the presidency of the University. Dr. Mulugeta Wodajo, the second Dean of the Faculty, had been appointed Associate Academic Vice President, and Dr. Abaineh Workie had assumed the deanship. Several of the Ethiopian members of the faculty had earned Doctorates at American universities; and many others, recruited and carefully screened by the faculty, had returned to Ethiopia and the University with Master's degrees.

Production of Teachers

In 1962, the secondary and junior secondary schools of Ethiopia were staffed by approximately one-third Ethiopian, one-third Teach Corps Volunteers, and one-third Indian teachers recruited from India. Figures released by the Ministry of Education at that time revealed that an additional 1052 teachers for grades 7 - 12 would be needed to staff Ethiopia's expanding school system in the next four years. That number did not include those already in the secondary schools or normal replacement figures. It was also announced that an additional 2,000 teachers would be needed for the elementary schools for the next four years just to meet problems of staffing in the expansion program. That number did not reflect those persons who were currently engaged in teaching at that level nor the great number of dropouts each year.

Because of the traditional and rigid procedures for admission to the University and because of the higher priority of students for other

fields of education over teacher education, it quickly became clear to the staff in the Faculty of Education that some other way of getting students into preparation programs must be identified. The proposal to recruit 250 carefully screened 11th grade students into the Laboratory School for their 12th year was approved by both the University and the Ministry of Education, and this continues to be the major source of teacher candidates.

Enrollments in the degree programs for secondary teachers were as follows: 1962-63 (67), 1963-64 (113), 1964-65 (197), 1965-66 (293), 1966-67 (416), 1967-68 (514). Enrollments in the degree program for teachers for the teacher-training institutes were: 1962-63 (6), 1963-64 (27), 1964-65 (59), 1965-66 (90), 1966-67 (152), 1967-68 (208). Enrollments in the two-year junior secondary programs were: 1962-63 (0), 1963-64 (69), 1964-65 (85), 1965-66 (129), 1966-67 (115), 1967-68 (105). The physical education program for junior secondary teachers was discontinued in 1967.

Production of Administrators and Supervisors

The staff to supervise all of the elementary schools in Ethiopia consisted of 22 people in 1962. Few of the elementary schools were headed by adequately prepared educators, and most district education offices were staffed by those who more effectively impeded rather than facilitated educational improvement.

In an attempt to resolve this problem, Faculty of Education staff members late in 1962 recruited and carefully screened 52 young elementary school teachers to undertake a year of intensive training in preparation for administrative and supervisory positions in the elementary schools. This annual effort was expanded in 1968 with the initiation of a three-year summer program. By 1970 the two programs were responsible for the addition

of more than 600 elementary school directors and supervisors. During the past three summers former Utah team members have traveled to Ethiopia to instruct in this program.

Dr. Aklilu Habte devoted the 1966-67 academic year to an assessment of the activities and contributions of these elementary school administrators and supervisors. It was his conclusion that this program was making a far greater positive impact on Ethiopian public education than anything else previous.

Inservice Education of Teachers

In cooperation with the Ministry of Education, the Faculty of Education each summer sponsors a full summer program for the upgrading of elementary school teachers. This program continues to improve the competence and status of elementary teachers and upgrade the quality of education in the schools. The problem of inability to meet the inservice education needs of all elementary teachers still remains.

Inservice Education of Administrators and Supervisors

Since 1962 several significant summer conferences have been sponsored for elementary and secondary school administrators and supervisors. Two major conferences have involved both groups. Others have been designed to accommodate the needs of the separate groups.

All of these activities have been planned and conducted jointly by the Ministry of Education and the Faculty of Education. At the 1965 conference, Emperor Haile Sellassie honored the conference by delivering the keynote speech.

Establishment of a Technical Teacher Education Program

The Haile Sellassie I University, in cooperation with the Ministry of Education, U.S.A.I.D., and the World Bank, in 1965 agreed on a plan for

the preparation of technical and industrial education teachers for the secondary schools. In spite of the fact that the University of Utah had no campus program for the preparation of industrial and technical education teachers, all of the sponsoring agencies insisted that Utah recruit a technical teacher education team to supervise the construction and equipping of a new building on the Haile Sellassie I University campus, to develop a curriculum, and to recruit students. In addition, team members were to serve as consultants to secondary schools and to the three technical schools in the country.

That team project will phase out on July 1, 1971. A beautiful and highly functional building has been constructed, and courses in business education, metals, automotive instruction, woodwork, and electricity have been offered during the past three years. The new building has been in use for two of the three years.

Testing Program

At the request of President Kassa Woldemariam, first President of the Haile Sellassie I University, a testing specialist was added to the University of Utah team in April of 1966. His major assignment was to build an instrument which could replace the traditional school leaving examination as a basis for student admission to the University. For a number of reasons that project has proceeded slowly. Meanwhile, however, numerous testing services have been provided to the University, the Ministry of Education, and other government agencies in Ethiopia.

The Creation of a Graduate School

President Aklilu Habte recently requested a proposal for a graduate school, initially for the preparation of administrators for service in all

branches of the government including the public schools. To date, Ethiopians have undertaken graduate work either in the United States or Europe.

The proposal will be presented to President Aklilu before July 1 of 1971.

Research and Writing

While it seemed that other activities had higher priorities, members of the Utah team were able to conduct some research and do some writing. During the 1966-67 school year the Faculty of Education initiated an annual publication, The Ethiopian Journal of Education. Articles in this journal by team members were as follows:

Cox, David R., "The Adolescent in Ethiopia."

Jacobsen, Gene S., "The Organization and Administration of the Public Schools in Ethiopia."

Wilcox, Ray T., "A Manpower Strategy for Ethiopia: Summary of a Booklet by Eli Ginsberg and Herbert A. Smith."

In Volume 2, No. 1, June 1968:

Madsen, Harold S., "The Curriculum -- ESLC Seminar of 1967."

McPhie, Walter E., "Teaching Geography and History in Ethiopian Schools."

In Volume 3, No. 1, June 1969:

Madsen, Harold S., "A Statistical Analysis of the 1968 ESLC English Language Examination."

Assessment of the Project

In addition to the achievements noted above, there are several aspects of the effort in Ethiopia which are worthy of note or additional emphasis.

Even under optimum conditions, it is difficult to bring together a group of highly trained professionals and mold the group into a team. The

problem is greatly compounded when this is attempted with people assigned to work in a foreign country under conditions equally foreign. (The original team consisted of five professors. This number was increased to sixteen during 1966 and 1967. The phaseout of the team began in the summer of 1967.)

The achievements of the Utah team in Ethiopia would have been totally impossible had it not been for the quality and dedication of those people who served as team members. During the duration of the project team members have considered themselves full-fledged members of the Faculty of Education, Haile Sellassie I University. With the exception of two of the thirty-six team members who served in Ethiopia, all rapidly became Ethiopianized and worked diligently and effectively in a variety of assignments. It is doubtful that any group of educators anywhere has been more committed to the tasks at hand.

Team members eagerly worked with lower echelon educators in the University and the Ministry of Education and were more than willing to keep in the background and build their Ethiopian colleagues. The growth and advancement of many of those with whom team members worked is evidence of this.

Team members and their families have, throughout the tenure of the project, been active members of the U.S.A.I.D. family in Ethiopia. U.S.A.I.D. Mission Directors have been most generous with team members, who have in turn reciprocated. This genuinely cooperative atmosphere greatly contributed to the success of the project.

Credit must be given to Dr. Asahel Woodruff, who for seven years served as Campus Coordinator of the Ethiopian project. Dr. Woodruff

selected team members with extreme care and just as carefully oriented them concerning their role in Ethiopia. He kept in touch with each member regularly, and his annual visits to Ethiopia were eagerly anticipated by team members and their families.

The high esteem which the Ethiopians hold for Dr. Woodruff helped the project effort. His gracious manner, his sincere feelings for the Ethiopian, his keen perception of the Ethiopian need, and his willingness to share with the total project his technical skills earned for the group many loyal friends.

The following statement taken from Dr. Woodruff's February 8, 1968, report of his annual visit to the Ethiopian project further explains relationships between the University of Utah team and Ethiopians:

> Promptly on arrival in Addis Ababa on the morning of January 23, I began eight and one-half consecutive days of intensive meetings and conferences. The first was with AID Mission staff under Mr. Mossler's direction. After that Dr. McPhie and I met with most of the officers of the University, officials in the Ethiopian Ministry of Education, the Dean and several members of the Faculty of Education of the University, and members of our Utah contract party and their families. I ended with a private audience with His Imperial Majesty, Haile Sellassie I.
>
> Utah can be proud of the achievements of our team members during the last six years.
>
> Warm personal greetings were extended from President Kassa and Business Vice President Ato Woubishet, and from Assistant Academic Vice President Aklilu Habte, to President Fletcher and those associated with him in the administration of this project. President Kassa again expressed his regret that he was absent during President Fletcher's visit. The greetings are sincere, and there is obvious warmth in their expression.
>
> The attitude of everyone over there toward the University of Utah and this project is so warm and is expressed so effusively as to be almost embarrassing. Here are some specific instances.

Our Chief of Party, Walter McPhie, and I called on Ato Woubishet just to say hello. Ato Woubishet said he was glad we had come and that he would have hunted me up had we not done so, because he wanted us to know the respect and appreciation he and others have for what the Utah party has done. He said our team had "pulled off a modern miracle" which consisted of creating a capable Ethiopian Faculty of Education with doctoral leaders in all important positions, within the period of five years. He noted particularly that our team members had not talked about "Utah," but had acted as members of the faculty of Haile Sellassie I University and had thrown emphasis on the University and its development. He mentioned also how hard the members of our party had worked during all the years of the operation, taking part on University development committees, in faculty professional life, in faculty social life, and in many other ways. He expressed the serious hope that relationships with the University of Utah could be maintained for a long time.

In a conference with Academic Vice President James C. N. Paul, a similar but less effusive expression was given to us, and again a strong hope was expressed that Utah could continue to work with the University in Ethiopia.

A somewhat shorter visit with President Kassa while going to and from the palace was marked by the same kind of expressions.

A more extended and searching conference with Assistant Vice President Aklilu and Dean Mulugeta of the Education Faculty consisted of the exploration of some possible way in which future projects might be planned and executed. Nothing definitive was developed for immediate consideration.

The same attitude toward our party was expressed by Mr. Mossler and his associates in AID.

At the initiative of President Kassa, Dr. Aklilu, and Dean Mulugeta a private audience was arranged for me with His Imperial Majesty, Haile Sellassie. This was held on the morning of Wednesday, January 31, just before I left for the airport. His Majesty spoke in English to welcome me to his country. He then turned to Amharic and, speaking slowly and thoughtfully, acknowledged the work of our team, the difficulties involved in the development of his country, the importance of education to that development. He expressed appreciation for the achievement of our first objective in the Faculty of Education, and the hope that our second objective in vocational and technical education would be met equally as successfully. He extended his greetings to President Fletcher and those of us at the

> University of Utah associated with the project, and his hope that we would be able to continue our relationships in the future. He said our contribution has been great and our advice has been good for Ethiopia. Among other things, I replied that all of us associated with the project have grown and profited by our participation, and we hope we have contributed something useful to him and his country. We also have a substantial body of people now who are familiar with the Ethiopian culture, the people, the country, and the educational problems, and who maintain an interest in doing whatever is possible to be of assistance in the further development of the country. I expressed our appreciation for his invitation to join in the developmental work of his country, and our admiration for his devotion to the building of a strong educational program.

Those many Ethiopian educators who were selected to come to the United States for graduate training were directed to American universities and colleges which could best provide for their needs. The temptation to send many to the University of Utah was great because of the quality of these people and the contributions which they could make on the Utah campus. However, careful thought went into the selection of American schools, and trainees were sent to those institutions having the strongest programs.

When trainees returned to Ethiopia, they were welcomed into the Faculty and every effort was made to help them to become competent and productive educators. Relationships between Ethiopian and American faculty members were extremely good, and evening social activities in the homes of both the Ethiopians and Americans were common affairs.

Utah team members and their families have been warmly received in the Ethiopian community and have given generously of their time and talents. Three served as members of the board of education of the American Community School at various times, several served as consultants to various missionary schools throughout Ethiopia, and many delivered speeches or served as

participants or consultants at conferences sponsored by the military and other government agencies. At the request of His Imperial Majesty, one team member chaired the accreditation team which evaluated the University of Asmara and served as a member of the team that accredited the military academy at Harar.

Upon their return to the United States, team members, often in cooperation with Ethiopian students, have given illustrated lectures about Ethiopia, have participated in university courses and seminars, have been involved in radio and television programs, and have worked with the public schools. In these activities they have helped the general public to gain a much better understanding of Africa and especially Ethiopia.

All team members readily admit that their personal lives have been greatly enriched through their experiences and activities in Ethiopia.